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ABSTRACT

The Broward County Migrant Education Center outlines a procedure for development of a 1-week workshop centering on appropriate school activities in an area where adequate commercial guides and materials are sparse. Focus of the paper is on the development of homemaking experiences for use in elementary school classes for migrant children. The workshop objective is to guide teachers of migratory children in arranging a learning environment which provides opportunities for students to improve (1) nutritional habits, (2) personal hygiene, (3) health, (4) methods of clothing and household care, (5) consumer selection and buying, and (6) self-images. A program outline, time schedule, and list of suggested consultants are provided for a 5-session workshop. The bibliography includes books, periodicals, pamphlets, and films. (AN)

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MIGRANT EDUCATION CENTER

INSERVICE WORKSHOP PLAN

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Topic: Planning Homemaking Experiences for Elementary Migrant Children

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MEC Consultant

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FOREWORD

The Broward County Migrant Education Center offers as one of its services consultative sessions and guidance in the planning and activation of pre-service and in-service programs for local teacher groups. This bulletin outlines a procedure for the development of appropriate school activities in an area where adequate commercial guides and materials are sparse.

It is our hope that teachers who use this guide will contribute to its efficacy by offering their suggestions for its improvement and by sharing the results of their use of it with the Center and other interested persons.

Focus: Development of Homemaking Experiences for Use in Elementary Classes for Migrant Children

Rationale. The migratory child shares the basic needs of all human beings. Among them are food, sleep, air, shelter, and protection from danger, a feeling of importance and value as an individual! Dissimilar from his middle-class peers, the migratory child must assume the responsibility for ministering to his own needs at an all-too-early age. It is, therefore, mandatory that homemaking experiences be provided for these children during the early years. Anything less, makes the phrase "meeting the needs of the child" sardonic. Moreover, planned activities for this child which are exclusively academic are unrealistic and present a display of farcical futility.

The recent National Conference on Migrant Education in Denver, Colorado accepted as a part of its first national goal: the development and extension of medical, nutritional, child care and educational assistance to migrant mothers and their children from conception into the early school years. It is apparent that one facet of this goal can be approached through effective planning of homemaking experiences for young migratory children.

Further dissection of the national goals would reveal implications for a program which emphasized:

The Development of the Child's Pride In Self Through Activities involving --

Food and Food Preparation
Management of Clothing
Housing and Environment
Bodily Functions and Care
Grooming and Personality Development
Discovery and Use of Resources

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Workshop Outline

Topic: Development of Homemaking Experiences Suitable For Use In Elementary Classes For Migrant Children

I. Orientation
   - A. Introductions
   - B. The Purpose For The Workshop
   - C. Cooperative Planning For Individual And Group Objectives As Related To The Purpose For The Workshop

II. Development Of Background Required For Completion Of The Task
   - A. Conduct Survey
   - B. Secure and Use Related Readings
   - C. Use Selected Consultants

III. Development of a Program of Homemaking Experiences for Elementary Migrant Children
   - A. Review Focus of the State Plan as it Relates to School Achievement
   - B. Behavioral Objectives for the Program
   - C. Organization of Group for Writing Tasks

IV. Finalizing The Program
   - A. Presentation of Rough Drafts
   - B. Group Reactions
   - C. Editing and Revision of the Program
   - D. Review and Compilation of Revised Program

V. Evaluation and Follow-up Plans

The workshop objective is to:

Have participants engage in activities during a one-week period which would result in their constructing a document which, having the aforementioned emphases, will guide teachers of migratory children as they arrange the learning environment for homemaking experiences. This learning environment should provide opportunities so that the children will be able to:

✓ A. Select and prepare simple, economical and nutritious foods with minimal facilities.

✓ B. Launder, repair, alter, construct, select and purchase appropriate clothing economically.

C. Follow rules of health and sanitation which contribute to normal bodily functions and compliment the appearance.

D. Clean, repair, maintain or decorate small items or areas in the home and the yard.

E. Recognize and remove safety hazards to health, life, or limb.

F. Use social behavior and speech which are appropriate for various occasions.

G. Follow accepted procedures for locating scrap, free, inexpensive materials and commodities.

H. Show pride in themselves and their creations as they appear healthy, well groomed and voluntarily engage in the activities described in A through G.

Participant Objectives:

A. Survey the homemaking needs of migratory children.

B. Read related materials on needs and strengths of disadvantaged children.

C. Consider, discuss, digest and correlate information received from A, B and consultants prior to writing program objectives.

D. Write behavioral program objectives for the pupils so that they may attain in sequential order, program segments for the needs stated earlier.

E. Describe the procedure (s) which may be employed to evaluate the program.

F. Write short-term plans and a long-term outline to facilitate attaining the pupil objectives.

G. Compile a basic list of free and inexpensive materials for pupils.

H. List the minimal equipment and appliances recommended for two levels of school supportive homemaking programs.

Level 1 - Classroom needs for a school with extremely limited resources.

Level 2 - School needs for an ideal program.

Reference:

Cheyney, Arnold and Wey, Herbert, National Goals for Migrant Education, Paper presented at National Conference on Migrant Education in Denver, Colorado, May, 1968.

PROGRAM ACTIVITIES

First Session

Topic: "Why Have A Workshop On Homemaking For Elementary Migrant Children?"

Purpose: To explain the need for early instruction in the area of homemaking for both sexes.

To describe the relevancy of such a program to the lives of the children.

To relate the commitment of the state program to developing the self-concept and recognition of human worth and creativity to such a program.

Procedure: (1) Discuss and present creatively the goals of the workshop.

(2) Initiate group activity which will result in establishing personal goals for the workshop.

(3) Initiate group activity which will encourage the construction of a survey or interview sheet -- the purpose of which would be to determine the instructional homemaking needs of migratory children.

E.g. -- What are their dietary needs?

What are their clothing needs?

What utensils are available to them?

What implements are available to them for construction and repair of their clothing, etc.

(4) Visit a camp area to conduct survey or interviews.

(5) Survey teams prepare a video-tape which relates the findings to the workshop goals established.

Materials Needed: Video tape and equipment.

Secure campsite for visitation.

Second Session

Topic: "What Are The Considerations That Educators Must Entertain Prior To Formulating An Instructional Plan In Homemaking For Migratory Children"?

Purpose: To make available information which will aid teachers in developing realistic objectives which consistently show regard for the pupils' dignity and potential.

Procedure: (1) Show video-tape prepared by participants.

(2) Have two consultants knowledgeable in the area conduct a dialogue which reacts to the tape.

(3) Participants may then engage in a round-table discussion with a recorder whose notes on the major points will serve to steer the group as it writes the program.

(4) Use Planning Florida's Migrant Education Program "Self Concepts and School Achievement", Arthur W. Combs.

(5) Practice writing behavioral objectives.

Materials Needed: Planning Florida's Migrant Education Program

Audio Tape - Arthur Combs

Education for Migrant Children,

Florida State Department of Education

Third Session

Topic: "What Type Of Organization And Division Of Responsibilities Will Best Facilitate The Production Of An Effective Instructional Plan In Homemaking For Migratory Children?"

Purpose: To organize the group for writing the program. To use information which will aid in the writing of the program.

Procedure: Use rotating consultant with instructor to guide participants in maintaining the focus of the program.

Materials Needed: See bibliography.

Fourth Session

Task: Writing An Instructional Plan In Homemaking For Migratory Children

Procedure: (1) Use consultant as a resource person for the compilation of materials list.

(2) Team writing sessions.

(3) Make progress reports.

(4) Set schedule for the completion of tasks assigned.

Materials Needed: The Educator's Guide To Free And Inexpensive Materials

See bibliography.

Fifth Session

Task: Complete, Review and Revise the Instructional Plan

Procedure: (1) Participants will present and distribute copies of the plan for review and revision.

(2) Consultant from a local school will react along with participants to the plan.

(3) Corrections and revisions will be made.

(4) Summary and evaluation of the total workshop will be conducted.

(5) Recommendations for follow-up activities may be given, recorded and forwarded to the State Department of Education, Migrant Education Division.

SCHEDULE FOR WORKSHOP ACTIVITIES

	First Session	Second Session	Third Session	Fourth Session	Fifth Session
3 hours	Orientation, Introductions, Discuss Goals of Workshop and Organize Groups, Devise Survey Sheet or Interview Sheet	Consultant dialogue on Video tape, Workshop Roundtable	Teams organize for Program Writing, Team Work, Rotating Consultant	Team Work, Consultant Bettye Smith, Resource person for locating materials	Team Work, Consultant Reaction
3 hours	Visit Camp area, Compile findings, Teams prepare videotape re-lating their findings to goals established earlier	Practice in writing behavioral objectives, Review philosophy of improving self-concept through use of positive language, Recorder's Report	Team Work Progress reports from teams	Team Work Reschedule for completion Team Work	Completion of reports and evaluation

SUGGESTED CONSULTANTS

Second Session:

Mrs. Lillian Cousins
Home Service Worker
Migrant Area - Pompano Beach, Florida
EOCG Office - 522-7458

and

Mr. Arthur Collier
Migrant Education Office
Florida State Department of Education

Third Session:

Dr. Willa Vaughn Finsley
Dean of the School of Home Economics
Texas Technological College

or

Dr. Margaret Sitton
Professor in Home Economics
Texas Technological College

or

Dr. Mark Beach
Assistant Professor of Education
Rural Education Department of
New York State College of Agriculture
Cornell University

or

Mr. Ernest Roberts
Former Curriculum Specialist
Adult Basic Education Program
Broward County Schools
Presently -- Principal
Bethune Elementary School

or

Miss Minnie Gore
Home Economics Teacher
Broward County Schools

Fourth Session:	Mrs. Bettye Smith Teacher of Art Migrant Area Palm Beach School System
Fifth Session:	Mr. Herbert Burden Principal Hagen Road School Palm Beach County

SUGGESTED MATERIALS, SERVICES OR EQUIPMENT FOR THE WORKSHOP

1. Legal pads
2. Secretarial service or typewriter and copy machine
3. Video tape, camera and monitor
4. List of locations for securing free and inexpensive materials
5. Florida State Department of Education, Migrant Education Publications and Tapes
6. Information from the local Fire and Rescue Department

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Adventuring in Home Living, Bk. 1, Heath, 1954.

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Education of the Disadvantaged Report, Vol. 1, No. 2,

April 17, 1968

February 14, 1968

May 15, 1968

May 29, 1968

Others:

Education for Family Living, Metropolitan School Study Council, 1950

The Council

Roberts, Ernest, Paths To Better Living, Curriculum Guide Adult Basic Education, Broward County, 1967.

Films:

Care of the Skin

How to Have an Accident in the Home

Donald's Fire Survival Plan